

## Cooperative Learning Project Rubric: Regional World History Timeline

<b>CRITERIA</b> (and points possible)	<b>EXCEPTIONAL</b>	<b>ADMIRABLE</b>	<b>ACCEPTABLE</b>	<b>AMATEUR</b>
<b>ORGANIZATION</b> (15)	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and was cleverly conveyed; the organization enhanced the effectiveness of the project.	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow; but at times ideas were unclear.	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience.	Choppy and confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience.
<b>CONTENT ACCURACY</b> (20)	Completely accurate; all facts were precise and explicit.	Mostly accurate; a few inconsistencies or errors in information.	Somewhat accurate; more than a few inconsistencies or errors in information	Completely inaccurate; the facts in this project were misleading to the audience.
<b>RESEARCH</b> (20)	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; utilized more than eight types of resources to make project effective.	Did a very good job of researching; utilized materials provide to their full potential; solicited more than six types of resources to enhance project; at times took the initiative to find information outside of school.	Used the material provided in an acceptable manner, but did not consult any additional resources.	Did not utilize resources effectively; did little or no fact gathering on the topic.
<b>CREATIVITY</b> (10)	Was extremely clever and presented with originality; a unique approach that truly enhanced the project.	Was clever at times; thoughtfully and uniquely presented.	Added a few original touches to enhance the project but did not incorporate them throughout.	Little creative energy used during this project; was bland, predictable, and lacked "zip."
<b>PRESENTATION</b> (10)	Was engaging, provocative, and captured the interest of the audience; visuals were colorful and clear.	Was well done and interesting to the audience; was presented in a unique manner and was very well organized; visuals were clear.	Was at times interesting and was presented clearly and precisely; was organized in a logical manner; visuals were not colorful or clear.	Was not organized effectively; was not easy to follow and did not keep the audience interested; very difficult to read.
<b>GROUP PARTICIPATION</b> (5)	All students enthusiastically participate; all group members use materials and resources responsibly.	At least three quarters of students actively participate; all group members use materials and resources responsibly.	At least one half of students actively participate; most group members use materials and resources responsibly.	Only one or two students actively participate; group members do not use materials and resources responsibly.
<b>SHARED RESPONSIBILITY</b> (5)	Responsibility for task is shared evenly: group decides by consensus what tasks each member will complete.	Responsibility is shared by most group members; group members work out division of responsibilities within the group.	Responsibility is shared by one half of the group members; group needs teacher direction to assign tasks or settle disagreements.	Exclusive reliance on one person; group needs continual teacher direction to stay on task.
<b>QUALITY OF INTERACTION</b> (10)	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions.	Students who adeptness in interacting; lively discussion centers on the task.	Some ability to interact; attentive listening; some evidence of discussion of alternatives.	Little interaction; very brief conversations; some students were disinterested or distracted.
<b>ROLES WITHIN GROUP</b> (5)	Each student assigned a clearly defined role; group members perform roles effectively.	Each student assigned a role but roles not clearly defined or consistently adhered to.	Students assigned roles but roles were not consistently adhered to.	No effort made to assign roles to group members.

\* Format adapted from Prentice-Hall, Inc.